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ABSTRACT

This video features teachers and parents commenting on the Manhattan-Ogden (Kansas) school district's successful collaboration with the local Head Start program to gradually include disabled children in the regular Head Start classroom. Teachers describe how disabled children had been segregated at the Head Start school and how, after attempts at individual mainstreaming, administrators arrived at an arrangement where both the regular early childhood teachers and the special education teachers each would have classrooms with both Head Start and special needs children, and would work collaboratively. The concerns of both types of teachers are noted, as are parents' concerns. The teachers then describe the collaborative dynamics between the early childhood and special education teachers, and recount specific experiences of including a special needs child. Also described are outreach efforts to school district kindergarten teachers to facilitate transition. The video concludes by contrasting the "pull-out" special education model with the inclusive model, and recounts the benefits of the inclusive model for the Head Start program. A discussion guide accompanying the video describes the objectives of the video, provides several discussion activity options related to inclusion, and includes highlights of Head Start regulations. (Contains 21 references.) (HTH)

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